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ABSTRACT

This periodical is designed to disseminate information pertaining to exemplary innovative programs in Cook County, Illincis. Programs discussed in this issue are: (1) a child care program for female high school students; (2) interpretation of history-literature, a class for gifted sophomores; (3) pre-kindergarten service to children with developmental problems; (4) leisure time education; (5) home start program; (6) multi-age pilot project, featuring individualized team teaching; (7) ncn-graded continuous development program for elementary school reading; (8) prescription reading program; (9) school community preschool project; (10) Project LIMA (Lincolnwood Individualized Learning by Multi-Age Grouping); (11) flexibility through shared responsibility, involving prospective elementary school teachers; and (12) English as a second language. (KM)

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# IDEA EXCHANGE

## INNOVATIVE PROGRAMS IN COOK COUNTY SUBURBAN SCHOOLS

*Educational Service Region-Cook County*

RICHARD J. MARTWICK
SUPERINTENTENDENT

Winter 1973

DR. DONALD H. KLEIN
Project Director

**WHAT IS IDEA EXCHANGE?** The purpose of IDEA EXCHANGE publications is to inform educators of the exemplary programs in Cook County schools. Additionally, it serves as a vehicle for disseminating information pertaining to the many fine ancillary services being performed in educational institutions. To assist us in this endeavor, please notify us of your innovative classroom procedures, and also send us descriptions of any unique in-service and/or workshop committees, pupil personnel services, parent-teacher liaisons, pupil reporting procedures, or administrative organization that your district may have developed.

IDEA EXCHANGE is a natural extension of the expressed philosophy of Superintendent Martwick that one of the more important functions of the Educational Service Region of Cook County is that it serve as a communications link for the educational community.

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## CHILD CARE PROGRAM AT WHEELING HIGH SCHOOL

District 214 - Township High School District
Dr. Clarence Miller, Assistant Principal, Wheeling High School - 537-6500

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By demonstrating their needs and insterests, a dozen pre-school children captivated the attention of secondary female students at Wheeling High School. Girls enrolled in an elective course were provided "first-hand" opportunities to study children between the ages of one and six.

One of the primary objectives of the program was to provide students with an opportunity to apply and evaluate information acquired through assigned readings and classroom discussions. The first three weeks of the course were spent studying and preparing for the 12-week lab nursery school and the last three weeks were devoted to pre-natal and infant care.

During the nursery school session, the girls work in two teams. One team assists the teacher for the first 45 minutes of the 90 minute period and the other team for the remaining time.

In addition to studying physical, social, emotional and intellectual development of pre-school children, the students were also encouraged to make creative toys and games which could be used in the lab school. Color concept cards, a child sized stove and beanbags are some of the items the girls have developed.

## INTERPRETATION OF HISTORY-LITERATURE

District 206 - Bloom Township High School
Robert Maszak and Dean Haack- 755-7010

A gifted education class at the sophomore level in District 206 known as "Interpretation of History-Literature," is taught by two instructors--an English and a History teacher. One of the more popular student activities in this course involves using published and unpublished simulation games. The teachers begin by introducing already published games and adaptations of others. For various topic assignments, teachers "turn students loose" to create games in one of three categories--past-time, learning and simulation games.

The purpose for the game unit is two-fold--giving each student a chance to demonstrate his or her individual talents in an independent learning situation, and providing games for other students. Some of the games created by students are now in the process of being published commercially.

## PRE-KINDERGARTEN SERVICE TO CHILDREN WITH DEVELOPMENTAL PROBLEMS

District 207 - Maine Township
Richard Framke, Director of ESEA Title III - 696-0214

A Title III, ESEA, Model Early Intervention Pre-Kindergarten Program for three and four year old children, became available July 1 through the Maine Township Special Education Program.

Diagnostic and instructional services are provided for school age children showing signs of delay in the developmental areas of motor coordination, socialization and language. Additionally, in-service training for children's parents are also provided to enable them to help their youngsters in overcoming their difficulties.

Individual children of pre-school age who have developmental problems will be accepted for screening on a referral basis from parents, medical personnel, schools or other agencies. It is hoped this early detection and identification of developmental delays in pre-school children, plus timely intervention and help, should contribute to the prevention of school failure in later years.

## LEISURE TIME EDUCATION

District 23 - Prospect Heights Schools
James Fink, Principal of John Muir School - 537-2149

"Action Plan for Leisure Time Education" is a program which concentrates on developing learning activities for free time use consisting of well-organized electives sessions held for one hour at the end of each day on Tuesday. A colorful brochure briefly describing each program is given to each pupil.

Twelve electives are offered, including clay animal sculpture, health food cooking, film making, mask and costume making, candle dipping and creative reading. Teachers, parents, high school students, secretaries and custodians helped formulate and instruct the courses which are rescheduled every eight weeks.

## HOME START PROGRAM

District 97 - Oak Park Elementary School
M. Stuart Mitchell, Principal of Longfellow School - Eu 3-0213

A Title I program carried out under the direction of the instructional staff, a social worker, and a school psychologist, is designed to encourage mothers to become partners with their children's teachers. The rationale behind the project is that some aberrant behavior and some learning problems may be prevented through early diagnosis and intervention. Mothers of all children in the early grades are encouraged to attend six scheduled sessions on consecutive Wednesday mornings.

The content of meetings includes the discussion of general and specific problems in raising children, i.e. teaching reading at home, doing chores, getting dressed on time for school, temper tantrums.

Procedures are suggested to participants to enable them to become more objective in observing their children's behavior--uses of praise and rewards to strengthen behavior; uses and misuses of punishment to weaken behavior; effectiveness of ignoring actions, and making and carrying out effective rules.

It is believed that the sharing of ideas, along with genuine encouragement and support of mothers will enable each to develop greater objectivity, and self-confidence. The final Home Start meeting is devoted to a discussion of the special school resources available to assist parents.

## MULTI-AGE PILOT PROJECT

District 106 - La Grange Highlands Elementary School
Zena-Gray Nemec, Assistant Superintendent, 246-5540

MAPP is a class of 50 heterogeneously grouped children, from ages seven to nine, who are instructed by two teachers.

Work given to the youngsters is individualized and personalized with one teacher acting as team leader in science projects, and another in social studies. In its second year, MAPP's goals are to provide greater opportunity for creative and independent project work and extended personal contact with teachers with whom a meaningful relationship has been developed.

It is possible for a child to spend three years in the program, or to enter it at anytime there is an available place. All school district resources are available to the participants, i.e.,the educational resource center, the library, speech therapist, volunteer mothers, and special teachers in art, music and physical education.

The results have shown that children maintain the same academic achievement level as in self-contained classrooms, while demonstrating greater self-direction and self-discipline.

## NON-GRADED CONTINUOUS DEVELOPMENT PROGRAM

District 109 - Robina Lyle School
LeRoy J. Kubinski, Principal - 458-8810

At the start of the 1972 school year, an innovative reading organizational plan for a non-graded school was implemented. The plan requires a re-designing of teaching and administrative procedures in the attempt to meet the varying social, mental and physical needs of children.

The curriculum is articulated in a series of levels, 1-14, rather than grades K through 5. Pupils are placed in groups where rate of comprehension and achievement are similar. This determination is based on teacher evaluation, student achievement, intelligence tests and grades.

This movement of children according to their rate of development is not a method of teaching or a departure from established procedures, but rather a tool being used to encourage and promote continuous growth.

The outstanding feature of this system is that it allows each child to work continuously at the instructional level suited to his educational needs and mental maturity. As the pupil progresses, he or she is promoted to another level.

## PRESCRIPTION READING PROGRAM

District 117 - North Palos Elementary Schools
Vera Martin, Administrative Assistant for Curriculum - 598-5500

Quinn School has instituted a reading program designed to improve pupil reading skills and comprehension. Through the prescriptive learning laboratory, approximately 72 students in the third, fourth and fifth grades are given the opportunity to improve their reading skills.

There are five programs which provide each pupil with the opportunity to design a schedule that fulfills individual needs and learning rate. Though each child has the responsibility to pursue his own curriculum, frequent checks are made on their progress.

Three pieces of equipment are utilized in the lab--the Hoffman Reading Program, which projects a colored picture and has an accompanying record that presents the lesson; the Craig reader, which shows a reading lesson on a small screen and can be paced to each student's own speed, the Language Master, which allows a student to compare his pronunciation of a word with the correct pronunciation.

Machines, books, repair service on machines and consulting services for the teachers are furnished by the Prescription Learning Corporation. Class sessions which are supervised by a specially trained instructor (Mrs. Jacqualine Jordan) are approximately 45 minutes in length.

## SCHOOL COMMUNITY PRE-SCHOOL PROJECT

District 65 - Evanston School District
Francis F. Brown, Project Director - 869-2100

This Title III pre-school project is described as a school and community project to help pre-school children in a variety of ways before entering school.

Screening is offered free of charge to children between the ages of three and five years by a professional staff of educational specialists. Screening includes: evaluation of hearing and vision; psychological assessment of emotional and intellectual growth; speech evaluation and therapeutic intervention; learning development assessment for potential learning problems; and social service consultations--families and agencies.

In addition the staff is available to assist parents in finding appropriate resources if needed within the local community.

## PROJECT LIMA (LINCOLNWOOD INDIVIDUALIZED LEARNING BY MULTI-AGE GROUPING)

District 74 - Lincolnwood Schools
John Beckwith, Principal of Rutledge Hall - OR 5-8234

Project LIMA, now in its second year at Rutledge Hall, is conducted in a building housing grade levels 3, 4, and 5 on the Lincolnwood Campus. Approximately one-fourth of the Rutledge pupil population, makes up the student body for LIMA, and these students are housed in three large areas, each of which were formerly two classrooms. The areas are carpeted and equipped with new furnishings allowing for a wider utilization of facilities.

Housed within each of these large areas, called subpods, are the pupils, two career teachers, an aide, and a student teacher. One teacher is designated as the team leader.

Art, physical education and music teachers are assigned to each area on a common time basis. For example, a music teacher and physical education teacher may work with students from the same subpod at the same time. This permits planning time for subpod team members to design curricular activities.

As the name implies, individualization of learning is the main thrust of the program.

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## FLEXIBILITY THROUGH SHARED RESPONSIBILITY

District 34 - Glenview Elementary Schools
Robert H. LaCosse, Assistant Supt., Personnel Services - 724-7000

A program in elementary education involving participating college students who are teaching candidates, went into its third term in September. Initial assessments indicate that the presence of college students in the classroom as teaching assistants provides a greater degree of program flexibility and allows greater opportunities for individualization in instruction.

In a few cases, almost the entire curriculum has been revised by a teacher and assistant to permit each pupil to work at his or her own level and speed. The program's planners believe that a child's strengths and weaknesses are more easily discernible on this basis and greater special attention can be given to each child's needs.

The program known as the North Suburban Teacher Education Center for Elementary Education, is a division of the College of Education at Northeastern Illinois University, Chicago. Participating freshmen to senior level college students are regularly assigned to the same schools. For some, college credit is given while others are part-time paid employees of the school district.

## ENGLISH AS A SECOND LANGUAGE

District 63 - East Maine Public School District
Joyce Recker, 824-1102

Non-English speaking children whose primary languages are Spanish, Japanese, Korean or Hebrew, are receiving individualized help in learning to speak English. The program is under the direction of an instructor who travels to the district's six attendance centers during the week. Sixteen pupils from kindergarten through eighth grade are participants in 45 to 60 minute sessions held two, three and four times a week. The child's mother tongue, age and degree of fluency in English, all determine the number of visits received by each youngster.

Very young pupils are instructed in the English language primarily by means of oral activities with simple question and answer drills as well as games stressing the sounds and letters of English.

Close contact is maintained with the classroom teachers and particularly with reading teachers in each school. Use is made of various instructional media such as language development kits, programmed learning texts, various visual materials, tape recorders, and games. Occasionally, community volunteers spend time with pupils, going through printed materials identifying words and pictures with them.

**HOW TO CONTACT IDEA EXCHANGE:** Any educator within the Cook County schools system is free to send material to IDEA EXCHANGE. Please send us a detailed description of your innovative program citing its objectives and your evaluation of it. Materials submitted are selected and abstracted by the editorial staff. Send materials to:

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